DOCUMENT RESUME

ED 451 892 PS 029 335

AUTHOR Mincemoyer, Claudia; Scholl, Jan; Gregory, Debra

TITLE Babysitting Beginnings. Leader's Guide [and] Member's Guide.

INSTITUTION Pennsylvania State Univ., University Park. Cooperative Extension Service.
PUB DATE 2001-00-00
NOTE 46p.
AVAILABLE FROM Penn State University, 323 Ag Admin Building, University Park, PA 16802.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adolescents; *Caregiver Role; *Caregiver Training; *Child Caregivers; Child Development; Child Safety; First Aid; Infant Care; Leaders Guides
IDENTIFIERS *Babysitters; Caregiver Response; Training Materials; *4 H Programs

ABSTRACT

Using an experiential learning approach, these guides for 4-H leaders and members detail a 6-session program, "Babysitting Beginnings," to teach sixth through twelfth graders the responsibilities and skills involved in babysitting. Participants develop a babysitting tool kit for future use with children and a babysitting portfolio, a collection of materials relating to babysitting. The leader's guide's introductory section presents an experiential learning model, discusses how early and later adolescents learn, and describes how the Babysitting Beginnings program teaches life skills in addition to babysitting techniques, such as making decisions, communicating with others, and problem solving. Six training sessions are presented in the leader's and the member's guides: (1) babysitting responsibilities; (2) the business of babysitting; (3) understanding children; (4) fun with children; (5) sitting safely; and (6) sharing tool kits and portfolios. Each training session provides introductory material regarding the topic of the session, activity suggestions, and needed materials. The leader's guide concludes with a 4-H babysitting kit evaluation form and a certificate of achievement. (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 451 892

Babysitting Beginnings. Leader's Guide [and] Member's Guide.

Claudia Mincemoyer
Jan Scholl
Debra Gregory

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Jan Scholl

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

PS 029 335

BEST COPY AVAILABLE

LEADER'S GUIDE

Babysitting Beginnings

BEST COPY AVAILABLE

ED 029835

PENNSTATE

For more information and resources, check the Pennsylvania 4-H Web site (http://pa4h.cas.psu.edu) or contact your local Cooperative Extension 4-H Youth Development program. The Web site also provides information about how this project relates to the Pennsylvania Department of Education's academic standards.

Written by Claudia Mincemoyer, 4-H curriculum development specialist, Department of Agricultural and Extension Education; Jan Scholl, 4-H family living curriculum specialist, Department of Agricultural and Extension Education; and Debra Gregory, extension educator, Huntingdon County

Acknowledgments

The following cooperative extension staff and volunteers reviewed this 4-H project: Janice Alberico, CED, Lawrence County; Marge McElwain, 4-H volunteer, Lawrence County; Janet Lawrence, 4-H volunteer, Lawrence County; Katherine Dickinson, 4-H volunteer, Lawrence County; Jackie Moyher, 4-H volunteer, Westmoreland County; Sandra Hall, extension educator, Lebanon County; Vicki Lewis, extension educator, Lycoming County; Linda Yungwirth, extension educator, Tioga County; Marilyn Norman, 4-H volunteer, Tioga County; Helaine Brown, extension educator, Montgomery County.

Issued in furtherance of Cooperative Extension Work, Acts of Congress May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture and the Pennsylvania Legislature. T. R. Alter, Director of Cooperative Extension, The Pennsylvania State University.

This publication is available in alternative media on request.

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 201 Willard Building, University Park, PA 16802-2801, Tel 814-865-4700/V, 814-863-1150/TTY.

© The Pennsylvania State University 2001

2M2/01ps43543
J0521C

U.Ed.#AGR019056

Contents

Introduction

Session 1

5 Babysitting Responsibilities

Session 2

6 The Business of Babysitting

Session 3

7 Understanding Children

Session 4

8 Fun with Children

Session 5

10 Sitting Safely

Session 6

12 Sharing Tool Kits and Portfolios

BEST COPY AVAILABLE

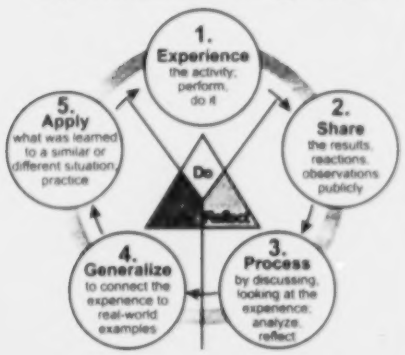
Introduction

Experiential Learning

Activities in the *Babysitting Beginnings* project follow a model known as the experiential learning model. The steps in this model are specific and sequential, and they encourage youth to try to do the activity before being told or shown how. Reflection and application questions ask the youth to share what they did, process what was most important about the experience, generalize the life skill and babysitting skill to their own lives, and think through how they could apply the skills to a new situation.

Youth learn best through trial and error and practice. As they learn and discover new concepts and skills on their own, they feel that they are competent and capable of succeeding. The greatest gift adult leaders can give youth is to help them realize that they are capable of learning and mastering new skills.

Experiential Learning Model



How Youth Learn

Not all of the youth with whom you work will have success or make progress at the same rate. The following learning characteristics are guidelines to help you plan activities that are appropriate for the age of youth in your group. Remember that these are guidelines, and not all youth of the same age will be at the same developmental stage at the same time. You will need to be sensitive to diverse personalities and abilities.

Babysitting Beginnings is recommended for youth who are in grades 6 and older. Before age 12 to13, most youth are not mature enough nor have the decision-making skills required to be responsible for other children.

Grades 6 to 8

Young teens at this developmental stage vary widely. Growth spurts beginning with adolescence occur at a wide range of ages, with girls usually maturing before boys. These rapid changes in physical appearance may make some teens uncomfortable. Faster-developing teens may feel thrust into a more adult world they didn't choose. Slower-developing teens may be uneasy about their lack of changes.

Young teens move from concrete to more abstract thinking. Playing with ideas is as much fun as playing sports. Ready-made solutions from adults are often rejected by young teens in favor of finding their own solutions. Leaders who provide supervision without interference will do well with this age group.

Small groups provide the best opportunity for young teens to test ideas. Justice and equality become important issues. Opinions of peers become more important than those of parents and other adults. Teens enjoy the social interaction and acceptance they receive in groups.

As puberty approaches, young teens begin a roller-coaster ride of hormones and emotions. This time period seems to present the biggest challenge to a young person's self concept. These youngsters face so many changes that they hardly know who they are. Young teens begin to test values and seek adults who are accepting and willing to talk about values and morals. Adults can help by providing self-discovery activities that lead young teens to self-knowledge.

At this stage, adults should continue to avoid comparing young people with each other, and should be careful not to embarrass them. Young people want to be a part of something important and have opportunities to develop responsibility.

BEST COPY AVAILABLE

Grades 9 to 12

Most teens of this age know their own special abilities and talents. In most cases, they've already adjusted to the many post-puberty body changes. Mid-teens tend to be wrapped up in themselves and their peer group rather than family, teachers, and other adults. Relationship skills are usually more developed. Dating increases. Acceptance by members of the opposite sex is of higher importance.

Mid-teens begin to think about the future and make realistic plans. Their vocational goals influence the activities they select. Teens set goals based on their personal needs and priorities. Any goals set by others generally are rejected. As they master abstract thinking, they can imagine new things in ways that sometimes challenge adults.

These teens usually can initiate and carry out their own tasks without supervision. In your 4-H group, they can help younger members plan and complete their projects. They should be encouraged to take on this role. A leader can be helpful by arranging new experiences in areas of interest to teens, but must be sure to allow for plenty of input from them. The leader should play the role of advisor/coach for independent workers.

(Adapted with permission from *Electric Excitement*, 4-H CCS Electric Design Team)

Developing Life Skills Through the *Babysitting Beginnings* Project

Babysitting Beginnings is a complex project that teaches many life skills, in addition to babysitting techniques. In particular, the following life skills are addressed:

Making Decisions

Importance of the life skill
Youth who make good decisions will learn to recognize how their personal values influence their decisions and those of others. Youth learn to develop an individual decision making process, to set priorities, to make informal decisions, and to evaluate their own decisions.

Ideas for developing and practicing the life skill
Give youth experience in identifying their own values that influence decisions. To practice decision making, youth need to have opportunities to identify problems, gather relevant information, compare and select alternative solutions, and explain reasons for their decisions. Allow youth to debate decisions that are not the same, anticipate results of different decisions, and discuss consequences.

Communicating with Others

Importance of the life skill
Youth who have learned to communicate well with others are able to exchange ideas and information clearly and minimize confusion for themselves and others. Their personal relationships tend to be satisfying, as they share feelings honestly, resolve conflict in healthy ways, and can both give and receive support from others as situations change.

Ideas for practicing the life skill
Give youth experience in communicating in a variety of ways. Include opportunities for verbal and nonverbal (body language) communication through art, music, drama and more. Encourage public as well as personal communication. Offer opportunities for exchanging ideas, sharing feelings, and encouraging other youth—even those who are different from themselves.

Problem Solving

Importance of the life skill
Youth with this skill can identify a problem, assess the circumstances, generate possible solutions, and experiment with and evaluate appropriate solutions.

Ideas for practicing the life skill
Give youth opportunities to identify and resolve problems, and to reflect on the consequences of their actions. There are many role-play scenarios in this project that will engage youth in problem-solving situations.

Session 1: Babysitting Responsibilities

This session is designed to introduce your group to the responsibilities of babysitting and the expectations of a babysitter. There are several activity suggestions from which to choose. You might not have time to do all of them. Select those that will work best for your group or that are the most interesting to you. Many of the activities in each session rely on inviting resource speakers to come to your meeting. Be sure to follow up with a thank-you note from the kids and/or you.

Activity Suggestions

1. Discuss with the group favorite memories from early childhood. What were the babysitter's favorite games, toys, sitters, caregivers? Why were they favorites? *(About 10 minutes)*
2. Brainstorm ideas of babysitter's responsibilities. *(About 15 minutes)*
3. Role play babysitter arriving at the house. *(About 5 minutes)*
4. Invite an older teen who is currently babysitting to talk to your group about how he/she conducts the business aspect of the babysitting job. *(About 15 minutes)*
5. Visit a day care center or preschool, if possible, while in session. Observe how the children get along with the other children, play with toys, etc. *(Variable: Helper must schedule a field trip.)*
6. Introduce the "Babysitting Tool Kit." Encourage the babysitters to start planning items to include in their kit. Kits will be shared during the last session. *(About 5 minutes)*

You will need:

- Nametags
- Pencils
- Folders
- Completed Babysitting Tool Kit

BEST COPY AVAILABLE

Session 2: The Business of Babysitting

Review safe ways of finding a babysitting job and what a babysitter needs to know before taking a job.

Activity Suggestions

1. Invite a parent of a young child to attend a meeting and discuss parental expectations when hiring a sitter. If possible, the parent could bring a child along. *(About 15 minutes)*
2. Review the *Babysitting Information Form/Babysitting Record.* Discuss. *(About 10 minutes)*
3. Begin a babysitting portfolio, as described in the member's guide. Supply paper, folders, or other supplies to start the project. At the session, the babysitters may want to just decorate the cover of a portfolio. *(About 15 minutes)*

You will need:

- Copies of the *Babysitting Information Form/Babysitting Record.*
- Paper supplies for a portfolio
- Markers, crayons, colored pencils

Session 3: Understanding Children

You may choose to divide this session into two because of the amount of information and activities to choose from. Try to include at least one activity from each section. Feel free to replace a creative activity or nutritious snack with one of your own favorites. Don't forget to check out the 4-H Web site at **http://pa4h.cas.psu.edu** for additional activity suggestions for all of the sessions.

Activity Suggestions

1. Demonstrate feeding, diapering, dressing, holding, and putting a baby to sleep. Use a doll or invite a parent who is willing to bring his or her baby to meet with the group. Have the parent demonstrate how to hold a baby's head, feed and diaper the baby, and interact with the infant. Have the babysitters practice holding the doll and changing a diaper. *(About 45 minutes)*

2. Have babysitters bring food and discount store newspaper advertisements to the meeting. Identify the items you would need to buy to take care of a baby. Calculate the cost of meeting the baby's physical needs (i.e. diapers, wipes, food, formula, clothing, etc.) for one month. *(About 30 minutes)*

3. Talk about what to do if you have children in your care who are different ages. How do you keep everybody safe and happy? *(About 15 minutes for discussion)*

4. Role play a babysitter dealing with a child who won't turn off the television and get ready for bed. Explore possible solutions to other problem behaviors. *(About 15 minutes)*

You will need:

- Life-sized doll or real baby
- Diapers
- Baby wipes
- Burp cloth
- Doll clothing
- Newspaper ads
- Lined paper
- Calculators

Session 4: Fun with Children

Activity Suggestions

1. Invite a children's librarian to your meeting. Ask him/her to bring good read-aloud books to share with the babysitters. Each babysitter should practice reading aloud to a partner using books brought by the librarian. If you can't get a librarian to come to the meeting, you might want to hold a meeting at the library and have the babysitters select some books. Child care providers are another great source of information on child care and may be willing to share information with your group. *(About 40 minutes)*

Tips for Reading Aloud

- Choose a comfortable place to read. Make sure that the light is good and the children can see the pictures.
- Read slowly. The most common mistake readers make is to read too fast.
- Use expression when you read. Children love it if you make your voice growly like Papa Bear's! Nothing is more boring than a monotone.
- Talk about the pictures. Ask the children to find and point to something on each page.
- Talk about the story when you are finished reading. You might want to ask the children to tell the story back to you in their own words as they read the pictures.

2. Have each babysitter learn a fingerplay and demonstrate it to the rest of the group. Use one from the project book or make one up. *(About 15 minutes)*

3. Make a picture book for a young child. Find interesting pictures from a magazine and glue them to paper or card stock cut to the size of a small plastic baggie. Insert the picture into the baggie and close. Staple or lace the pictures together with yarn to form a book. If you use staples, cover them with masking tape. This is an easy, inexpensive book to make for children. As you read the book, talk about the pictures. You also can use real pictures of the child's family if you have them. *(About 30 minutes)*

4. Make play dough using the recipe in the project book. *(About 25 minutes)*

5. Make one of the musical instruments suggested in the project book. *(About 15 minutes)*

6. Babysitters can make one of the snack recipes and serve it at your meeting. Provide juice to drink. *(About 15 minutes)*

7. Go for a walk and gather nature items to make a collage. Provide the babysitters with poster board and glue. This is a great activity to do with children of many ages. *(About 30 minutes)*

8. Invite younger siblings (or a parent with young children) to your meeting. Babysitters can plan several activities to do with the children using suggestions from the project book. *(About 30 to 45 minutes)*

You will need:

- Children's books
- Plastic baggies
- Stapler
- Play dough ingredients
- Supplies for musical instruments
- Snack ingredients
- Large poster board or construction paper for collage
- Glue or tape

10

Ages and Stages of Creative Activities

This section is an additional reference to help the sitters develop age-appropriate activities and projects. You may want to duplicate this for your group.

Infants

Infants (birth to 18 months) learn to grasp, sit up, crawl, and walk. Older babies learn to talk and express themselves using one- or two-word sentences. Activities for this stage of development should encourage creativity. Build on what infants do by offering them a variety of safe materials to play with. For example, when infants use a pan as a drum and hit it with their hands, offer them other things to hit it with, like wooden spoons. Or offer them other drums like plastic bowls or empty boxes.

Toddlers

Toddlers (18 months to 4 years) have growing hand control and coordination. They should be given opportunities to draw with paint, crayons, and chalk. Toddlers will need to be supervised in these activities to understand the right place for drawing. Young toddlers especially often use walls, sheets, floors, tables, and other surfaces for drawing, if not given guidance. For most toddlers, this is a scribbling stage in art, and a picture rarely looks like a recognizable object. Using muscles and discovering how things feel is what counts. Toddlers enjoy art experiences such as play dough, clay, shaving cream painting, cornstarch and water, and finger painting. Later, toddlers are ready for experiences with scissors and glue. Toddlers need supervision until they learn the rules for using these materials.

Toddlers have a growing vocabulary and can tell short stories. They also can make up simple stories about pictures you show them. Encourage the toddler to talk to you about his/her experiences.

Toddlers can do much with creative movements. They are learning the names of body parts and enjoy activities such as touching toes, eyes, or elbows.

Toddlers can do simple creative movements like imitating animals. They enjoy dancing and, like infants, should be exposed to all kinds of music. Toddlers also enjoy making their own music with simple instruments like bells and sticks. The fantasy play of toddlers comes naturally. They still are learning what is real and what is pretend. Fantasy play—pretending to be the mother or doctor—is how young children learn about the world. It also helps children feel powerful and in control. In make-believe, children get to do the ordering instead of being ordered.

Preschoolers

Preschoolers (4 to 6 years) have greater muscle control than toddlers. They enjoy the same creative materials, but are able to use them in more complex ways. Most preschoolers know the correct place for drawing, but will sometimes give in to the temptation to write on walls or floors, if left unsupervised for long. By age 4 or 5, some children start drawing recognizable objects, although many details may be missing. By age 6, most children want to explain the pictures they create.

Preschoolers also are good storytellers. They enjoy making books of their stories, drawing pictures to illustrate them, and telling stroies in groups with each person telling a part.

The creative movement of preschoolers shows much attention to detail. They enjoy dancing and are aware of others dancing around them. They enjoy making up songs and music with instruments.

The fantasy play of preschoolers also is more complex than that of toddlers. Preschoolers often direct each other on what to do as they play "Let's pretend." For example, one might say, "You be the mom, and I'll be the dad. . . ." By age 6, preschoolers have developed a good idea about what is real and what is fantasy. Usually around this age, they figure out that Santa Claus, the tooth fairy, and the Easter bunny are not real. Children may choose to go on pretending anyway. Many children of preschool age have imaginary friends. These usually vanish by school age when they get more involved with real, live friends.

Early School-Age Children

Early school-age children (6 to 9 years) usually draw recognizable pictures. However, they may exaggerate the parts of the picture that are most important to them. They still leave out details. For example, people in their pictures may have hands but no arms; or furniture in their pictures may not be on the floor, but rather floating in space. They do not always use color realistically. People may have red feet and green faces. Animals might be orange. This is okay—the children are being creative!

School-age children are able not only to tell stories, but also to write them down and illustrate them themselves. Early school-age children enjoy reading these and other stories to you.

By this age, many children may be taking classes in gymnastics. Early school-age children often try to imitate the current dance craze in movement and may be learning to play a real musical instrument.

The fantasy play of early school-age children contains some make-believe. By this age, fantasy usually includes action-oriented games like "superheroes" or "horses." Much of the school-age child's time deals with daydreaming. Some daydreams become real, as children start to act out stories and plays.

Session 5: Sitting Safely

Handling emergencies requires thinking and decision-making skills. Parents want to know that their babysitter can stay calm and will contact them and/or the emergency personnel in the event of an accident or emergency. The biggest difficulty for the members in your group may be deciding who to call first: the parent or 9-1-1. It is important to convey that each situation is different and requires making an important decision. But, should they be in doubt, they should call 9-1-1 first and let the emergency personnel know that they are a babysitter and whether or not they have contacted the parents yet. In all cases, the parents should be called as soon as possible, not only because they are responsible for the child, but also because they can give emergency personnel more information and provide clearance for any treatment procedures.

Activity Suggestions

1. Ask babysitters to look up several types of emergencies in the most recent *Red Cross Babysitter's Handbook* (or other similar guide), so they know how to use this resource. This handbook is available from your local Red Cross office for a small fee. The book and a special first aid kit for babysitters also can be ordered from **http://www.redcrossstore.com**, the new online Red Cross store. *(About 15 minutes)*

2. Review the items in a first aid kit and what they are used for. Babysitters should know what syrup of ipecac and activated charcoal look like and how they are used. The Poison Control Center may instruct them to use these items. *(About 15 minutes)*

3. Conduct a scan of a home or your meeting location for potential hazards. Hazards are most often found when children are babysat in homes where only adults live. Ask your sitters to get on their hands and knees to notice what hazards may appear at the child's level. *(About 15 minutes)*

4. Invite a qualified medical technician or Red Cross representative to a group meeting to demonstrate basic first aid procedures that a babysitter might have to perform before the parents or emergency personnel arrive. *(Variable. Depends on the presentation.)*

5. Role play the situations outlined in the member's guide. Allow the youth to show how they would react if the situations were real. Let small groups complete the role play and then come together for a discussion. Your goal is to give babysitters confidence that they can handle the situation, so be careful how you critique them. Put your suggestions in a context, and give the reasoning behind them.

   For example, if there is a fire in an oven or microwave oven (situation), leave the oven closed (suggestion). Once you remove the oxygen, the fire can't burn (explanation). The same is true if you find yourself on fire. You should "stop, drop, and roll," and the lack of oxygen will snuff out the fire (another example of the same principle). If you run, you may increase the oxygen to the fire.

   If you don't have time enough for the youth to be involved in the role play situations, you may want to tape others who have done this activity, watch the tape, and discuss whether or not the babysitter in the situation responded well to the emergency. Successful responses often depend upon careful and accurate communication of the situation, reflected by the tone of voice as well as the words spoken. *(About 30 minutes)*

6. Make a first-aid kit. Many places where children play need a first-aid station for emergency cuts, bumps, and bruises. Each babysitter can develop a basic first-aid kit to take into a home or use at a playground. Obtain training so you'll know how to use these items, or invite a medical professional to your meeting to talk about first aid with your group. *(Variable. Depends on presentation.)*

You will need:

- Several copies of the *Red Cross Babysitter's Handbook*
- First-aid kit containers
- Paper and pencil for identifying hazards
- Resource person for first-aid demonstration
- Supplies for the first-aid kit (enough for each participant)
- Syrup of Ipecac and activated charcoal (to show)

Supply	Use
Sterile gauze (2" and 4") squares	Dress larger cuts, wounds
Adhesive tape roll	Hold dressings in place
Adhesive bandages, different sizes	Dress smaller cuts and wounds
Elastic bandage, 2" wide	Hold dressings in place, wrap ankle, make an arm sling
Scissors and tweezers	Cut cloth, tape, pull out stingers and slivers
Chemical cold pack	Prevent swelling
Clean washcloth	Apply pressure to large cuts
Latex disposable gloves	Protect yourself from germs (Keep a supply for diaper changes)
Antiseptic wipes	Wash small cuts, scrapes, and wounds, wash hands, clean scissors and tweezers
Antibiotic ointment	Disinfect small cuts, scrapes, and wounds

NOTE: These are basic first-aid supplies for the babysitter. Other items may be added as needed.

Session 6: Sharing Tool Kits and Portfolios

This session is the final meeting. The babysitters bring in their babysitting kits and portfolios to share. It is the final activity of their project. If your group didn't make kits at home, use this session to get them started. You can begin construction and decoration, or at least plan what they will put in the kit during the session. To make a good babysitting kit, ask the babysitters to think about all of the information from the babysitting project—safety, creativity, ages and stages, etc.

Although you should acknowledge the participation and accomplishments of each sitter, note that this project does not certify babysitters. Because of liability concerns, we are not able to graduate "certified" babysitters; however, participants can indicate that they have completed a "babysitting 4-H project" when talking with parents who might hire them.

Activity Suggestions

1. Share babysitting kits made at home. Divide the group into partners and ask them to evaluate each other's kit. You can use the evaluation in this guide. Ask the babysitters to share their kits with the group. *(Variable, depending on the number of babysitters in the group.)*

2. Share babysitting portfolios or resource collections. *(Variable, depending on the number of babysitters in the group.)*

3. Have a brief ceremony where you acknowledge the accomplishments of each of the babysitters. Any form of recognition is appropriate. A sample recognition certificate is available in this helper's guide. *(Variable, depending on the number of babysitters in the group.)*

You will need:

- Babysitting kits and/or portfolios
- Certificates or recognition of participation

Check with your county 4-H program to see if there is an opportunity to exhibit this project at a fair. An exhibit could include the babysitting kit with a card indicating the appropriate age level for each activity. You may use the following evaluation at roundup or to judge a fair display or demonstration. Make sure you share these criteria with the sitters!

4-H Babysitting Kit Evaluation

Name: Club or Group:

Kit Items **For Ages**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

	Very Good	Good	Needs Improvement
Appropriate for child's age	3	2	1
Considerations for safety	3	2	1
Cleanliness/neatness	3	2	1
Durability of kit	3	2	1
Creativity with items	3	2	1

You might want to ask each babysitter to demonstrate how to use his/her tool kit with a child. Comment below on the contents in the tool kit based on the criteria above. Suggest that the babysitters visit a child and use the kit.

_____

_____

_____

_____

_____

_____

_____

_____

_____

15

Certificate of Achievement

This recognizes

_____

Name

for completion of the Babysitting Beginnings 4-H project.

Congratulations!

_____

Name Date

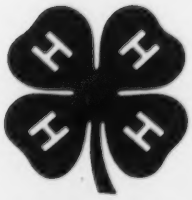
_____

Leader/Helper

PENNSTATE

College of Agricultural Sciences
Cooperative Extension

Notes



I Pledge:

My Head to clearer thinking,
My Heart to greater loyalty,
My Hands to larger service, and
My Health to better living,
For my club, my community,
My country and my world.

18 U.S.C. 707

MEMBER'S GUIDE

Babysitting Beginnings

FS U29335

PENNSTATE

Written by Claudia Mincemoyer, 4-H curriculum development specialist, Department of Agricultural and Extension Education; Jan Scholl, 4-H family living curriculum specialist, Department of Agricultural and Extension Education; and Debra Gregory, extension educator, Huntingdon County

Acknowledgments

The following cooperative extension staff and volunteers reviewed this 4-H project: Janice Alberico, CED, Lawrence County; Marge McElwain, 4-H volunteer, Lawrence County; Janet Lawrence, 4-H volunteer, Lawrence County; Katherine Dickinson, 4-H volunteer, Lawrence County; Jackie Moyher, 4-H volunteer, Westmoreland County; Sandra Hall, extension educator, Lebanon County; Vicki Lewis, extension educator, Lycoming County; Linda Yungwirth, extension educator, Tioga County; Marilyn Norman, 4-H volunteer, Tioga County; Helaine Brown, extension educator, Montgomery County.

Issued in furtherance of Cooperative Extension Work, Acts of Congress May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture and the Pennsylvania Legislature. T. R. Alter, Director of Cooperative Extension, The Pennsylvania State University.

This publication is available in alternative media on request.

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 201 Willard Building, University Park, PA 16802-2801, Tel 814-865-4700/V, 814-863-1150/TTY.

© The Pennsylvania State University 2001

5M2/01ps 43542
J0521A

Contents

Session 1

3 Babysitting Responsibilities

Session 2

5 The Business of Babysitting
9 *Babysitting Time Planner*
10 *Babysitting Information Form/ Babysitting Record*

Session 3

12 Understanding Children

Session 4

15 Fun with Children

Session 5

22 Sitting Safely

Session 6

26 Sharing Tool Kits and Portfolios

Session 1: Babysitting Responsibilities

Babysitting is a very important job. Wherever there are families with young children, babysitters will be needed. Parents place the children they love in the babysitter's care, and they expect the best! This book will help you learn the skills you need to be a responsible sitter. Remember, you must like to be around young children to be a good babysitter!

What Will I Learn?

- How to solve problems
- How to keep children safe and happy while you babysit
- How to talk to parents and children
- How to be better prepared as a future parent
- How to make career choices—you may become interested in being a camp counselor, a full-time childcare provider, or an elementary school teacher
- How to manage your money and reach goals

What Can I Expect?

First impressions are important! The first time you babysit, you should get to know the parents and children. If you are well prepared, the parents will trust you, and you will have a happier and safer time with the children.

You are babysitting to take care of the children and to keep them safe until the parents return. You are selling the service of "caring" for the children, and that service includes the way you feel and the way you act.

Discuss with the parents if they have any expectations about your handling other household chores. Remember that you should clean up anything you use with the child—for example, you should pick up toys and clothes and wash dishes after a meal or snack you serve the child.

Be prepared to handle emergencies that may occur. You'll learn more about this in a later session.

You should have permission of your own parent/guardian before agreeing to babysit.

As a sitter, remember. . .

- You are in charge, but you are not the parent.
- You must be responsible.
- You must like children.
- Babysitting is a business arrangement.
- You should be neat and clean.
- You should wear comfortable, washable clothes.
- You must be reliable.
- You should know how to follow instructions.
- You should never leave the children unattended.
- You should model safety practices.

Session 1 Worksheet

Name: Club/Group:

Babysitters Do

Three of my favorite memories from early childhood were:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Babysitters Share (Date and have an adult initial when complete.)

	Date	Adult Initial
Share with your group or a friend why these were your favorite memories.		
Share past babysitting experiences (if any in your group already babysit). What characteristics do you think a babysitter needs? Share what you think they are.		

Babysitters in Action (Date and have an adult initial when complete.)

	Date	Adult Initial
Role play a situation in which you are the babysitter and a friend is the parent. You have just arrived and are discussing expectations and rules.		

Session 2: The Business of Babysitting

Creative Job Hunting

Finding a babysitting job is the first challenge you will face. The following tips can help you get started.

- Before you start earning money as a babysitter, you might consider *volunteering to gain experience.* This is a great way to practice before you start your babysitting career. Go to a local church, temple, or other community group with young families and ask if they need babysitting help. The experience will be great and you may get some new babysitting jobs.
- *Word of mouth* is probably the best way to find babysitting jobs. Tell family and friends who have young children that you are willing to care for them. Younger siblings and relatives can give you a great start to babysitting. You may start out by watching children while the parents are at home. You have just as much responsibility when the parents are home in another room as you would if they were away.
- *Make a business card* to leave with parents or family and friends. Make sure your parents/guardians approve of your advertising methods. Doing a good job with the children is the best advertising for future work.
- If you have friends who babysit, you might make yourself available to *substitute* for them.
- Check with *community activity and service groups* that have children's activities.
- Check with *local exercise and fitness centers* to see if they need child care workers while parents attend class.
- Do children need to be supervised while they *walk home or ride a bus from elementary school?* Offer your services for these after-school hours.
- Offer to watch an elementary-aged child *in your home for a few hours* after school. Make sure this arrangement is acceptable to your parents.
- *Team up with another sitter* to work for two families who might go out together.
- *Ask for a reference* from a family you've already babysat for. Specifically, find out if you can have another family call them for a recommendation about your skills.
- *Plan a party with other babysitters* for children; charge per hour or per child.

Accepting a Job

When you accept a babysitting job, ask how you will get there. Make sure your parents know how you will get to and from the babysitting job.

Know something about the families you agree to babysit for. Don't babysit for strangers. Your parents should know the people or take the time to meet them before you go to a new home. For each family you babysat for during this project, complete the *Babysitting Information Form* on page 10.

How Many is Too Many?

Although it might seem like a good idea to agree to sit several children at one time to make extra money, you should know how many children you can handle. The ages of the children also will determine how many you can safely take care of at once. Two toddlers are more difficult than two school-aged children. Also, you might need more experience before you babysit for infants. Finally, if the parents did not give you permission, don't keep extra friends or children from the neighborhood.

Getting Paid

Know in advance what you will charge for babysitting. This can save possible embarrassment for you and the parents. You are doing a service for the parents and should expect to be paid an agreed-upon fee. Ask your friends what they are charging for babysitting, then say to parents, "The hourly rate in this area is. . . ." You also should consider the following:

- You might charge hourly fees, fees for more than two children, fees for late evenings or nights, and fees for doing extra chores. If you sit for more than one child, your fee should be higher. Don't be afraid to set your own "base fee," as long as it is reasonable.
- You may ask ahead of time for the payment to be in cash, not a check.
- Expect to be paid when the job is finished, upon the parents' return.
- If parents do not pay you at the end of the babysitting time, or if they have other problems about paying, you can decide not to babysit for them in the future.
- You may want to open up a bank account for the money you earn while babysitting. Plan how you will use your money.
- Keep a calendar to list the dates and hours that you will be babysitting. This will help you keep records and not overlap jobs.
- Complete the *Babysitting Information/Babysitting Record* on page 10 for each family you babysit.

When You Arrive

When you first arrive at the house where you will be babysitting, talk to the parents and ask questions. The more information you have before the parents leave, the easier your job will be. Arrive at least 15 minutes early so you have plenty of time. It's also good to allow the children to become comfortable with you while their parents are still there. Make a good first impression when you meet the children. Smile, look them in the eye, kneel down to their level and say their names. Introduce yourself or remind them of your name if you babysat them before. Tell parents about other babysitting jobs you have had.

Before the Parents Leave

- Ask about where these items are located:
  - Smoke alarms
  - Carbon monoxide detectors
  - Electrical fuse box
  - First-aid supplies
  - Flashlight
  - Needed medication
- Ask to be shown how to lock the doors and windows.
- Ask for instructions about how to work the telephone.
- Ask if there are any pets in the home and how to take care of them.

Family Rules and Routines

Family rules are important to follow. Ask what rules will be in effect, for both you and the children, while you babysit. Talk about rules for each of these items:

Telephone

Ask the parents how they would like their phone to be answered. If an answering machine is available, parents may want that to be used. Don't call your friends just to chat. Use the phone only for emergencies.

Visitors

Ask if the parents are expecting any visitors or deliveries. Ask about rules if the children say they want to visit friends or have friends come over. Do not open the house door or let anyone you don't know into the house. Keep doors and windows locked. If you hear a suspicious noise or have an unexpected visitor who will not leave, call a neighbor or the police. Also, remember that your job is to take care of the children. Babysitting isn't a time for your boyfriend or girlfriend or friend to visit.

Food

Parents may tell you what snacks or beverages are available to you and the children, but don't raid the refrigerator. You may want to bring along some snacks for yourself to enjoy after the children have gone to bed.

Television /Computer/ Video Games

How long can the children watch? Ask what types of programs or specific programs are O.K. to watch. What channels are off-limits? Are there videos that the children can watch? Can the children play video games or computer games? If they can, how long is long enough? After the parents have left, be firm in turning off and shutting down when you are supposed to.

Don't watch programs of interest to you when the children are still up. Stay away from frightening programs such as monster and ghost movies. The television is not the babysitter! Do some of the creative activities in this project, play a game, make up a rhyme, or read a story with the children.

Bedtime

What time? Bathing? Check on sleeping children several times throughout the evening. If the parents are going to be home very late, find out if there are sleeping arrangements for you.

Behavior

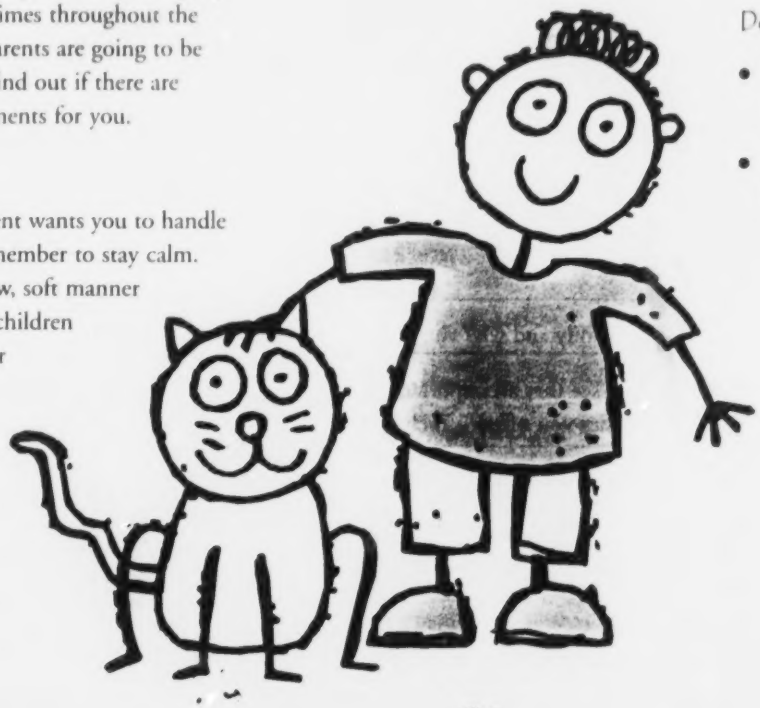
Ask how the parent wants you to handle misbehavior. Remember to stay calm. Speaking in a slow, soft manner may calm down children who are yelling or fighting.

When the Parents Return

Give the parents a report of what happened while they were gone. Tell about any accidents, phone calls, problems, or unusual events. If something went wrong or the children misbehaved, don't be afraid to tell the parent.

If the parents are late in returning, call your parents to let them know you are still on the job.

If the parents agreed to take you home, be alert for any signs that they are not able to drive safely, especially because of alcohol. If you suspect a problem, politely call your parents to make other arrangements to get home.



Babysitting Dos and Don'ts

Do:

- Finish studying before babysitting.
- Be on time.
- Know the families before you agree to babysit.
- Snack only if food is offered by the parent.
- Watch television only if the children are sleeping. Make sure the volume is turned down so you can hear the children.
- Stay with the children at all times.
- Remember what the parents ask you to do—take notes to remember special instructions.
- Be cold- and illness-free when you babysit.

Don't:

- Try to combine a date with a sitting job.
- Snoop through personal items in the house.

Session 2 Worksheet

Name: Club/Group:

Babysitters Do (Date and have an adult initial when complete.)

Check off the activities you did at home or with your babysitter's group.

	Date	Adult Initial
Role play a new family who wants to hire a babysitter.		
Complete the *Babysitting Information/Babysitting Record Form* for a family where you babysit. If you aren't babysitting yet, complete with a parent or guardian to practice. This is where you can keep track of information about your experiences, including how much you were paid.		
Begin a portfolio of your babysitting work. A portfolio is a collection of notes, pictures, journal entries, drawings, photographs, and/or projects that relate to children you care for. You can use big envelopes, a scrapbook, manila folders, or a box in which to store your portfolio items. Bring this to all of your babysitting sessions. You may want to add to it after each meeting.		
Complete the *My Family Rules* worksheet on page 12. What rules does your family have?		
Practice making a time schedule for a babysitting job. Use the *Babysitting Time Planner* on page 9 to help you.		
Make a sample business card for your babysitting services.		

Babysitters Share (Date and have an adult initial when complete.)

	Date	Adult Initial
Share with the group or a friend the rules in your family and why you have them.		
Discuss your business card with an adult. Check to see that all important information (name, age, fee, important characteristics you offer) is included.		

Babysitters in Action (Date and have an adult initial when complete.)

	Date	Adult Initial
Use the *Babysitting Information/Babysitting Record Form* when you babysit. Complete a *Babysitting Time Planner* for your next babysitting job.	26	

Babysitting Time Planner

Name: Club/Group:

Activities I want to do with the children:

Activity	How long will it take?

Notes about my babysitting job:

Things to tell parents

Problems I had

Babysitting Information Form/Babysitting Record **(Make a copy for each new family.)**

Name: Club/Group:

Use a copy of this form for each family you babysit for. Don't write on this copy in your project book. Do not submit these records for exhibit or judging. You can put this in your journal or portfolio. It is an easy way to keep track of past jobs and possible future jobs.

Family's name:

Children's name(s) and ages:

Where parents can be reached (name/location):

Telephone/cell phone/pager number (if available):

Address/Directions to house:

Length of Assignment:

Time parents expect to return:

House rules:

Who can visit?

How long can they stay?

Who can the children visit?

What are the television rules?

When is bedtime?

What is the bedtime routine?

Where are the following located? Telephone:

Thermostat:

Flashlight:

Emergency kit:

What are the following emergency numbers? Relative or friends:

Fire department:

Police:

Are there specific instructions (medicine, etc.)?

Are there other chores to complete?

What food is allowed? For the children:

For the babysitter:

Travel arrangements to and from babysitting:

28

Payment received:

My Family Rules

Name: Club/Group:

Think about the rules or traditions you have in your family. Write a rule *if you have one* in each of the categories. Write why you think the rule is important or needed. (Note: You may not have rules in your family for all of these categories.)

About bedtime :

About television:

About visitors:

About friends:

About homework:

About social events:

Other rules:

Session 3: Understanding Children

You may babysit children of different ages for different families. Be prepared to take care of children from infancy through school age. Babies have very different needs from older children and need special care. Toddlers like to be entertained and require lots of energy. Preschoolers love games and activities. School-aged children still need your attention and guidance, but are more independent. This section discusses what to expect from children at different ages.

Ages and Stages of Children

Infant (Birth to 1 Year):

- crying can mean hunger, diapers need a change, loneliness, etc.
- never leave baby alone on dressing table
- know how to change diapers, bathe, and feed infants
- handle baby carefully, supporting head
- be careful not to "toss" baby up in the air
- babies need constant attention: warm support, nourishment, and play
- babies like to be with other people

Because infants grow and change so rapidly, their needs and wants change often throughout the first 18 months. More information on what infants are like can be found on the 4-H Web site, **http://pa4h.cas.psu.edu.** Click on "curriculum resources" to find the "babysitting" button.

Toddler (1 to 3 Years):

- snacks frequently
- gets into everything
- says "no!" often
- toilet training usually taking place
- wants to do his/her own thing
- constant attention needed
- may like cuddling
- may initiate play
- hide and seek, guessing games are successful
- often seems to be not listening
- can often get what you want done without making a big effort out of it
- begins to use some words such as "tata" or "bye-bye"

Preschooler (3 to 6 Years):

- might say "why" often
- imaginary playmates common
- likes to think he/she is in charge
- shouldn't be left alone
- needs comforting or distraction when parent leaves
- sleeps less
- is more independent
- often doesn't want to go to bed
- may have bedtime ritual
- likes quiet activities before bed
- should be checked every 1/2 hour
- may not be completely toilet trained
- may have bad dreams or fears and need comfort until asleep or back to sleep
- can make a game of tasks that need to be done

Dealing with Children's Behavior

School-Aged Child (6 to 10 Years):

- usually the age with the greatest challenge
- developing many interests
- might argue that something's "not fair!"often
- wants to be responsible
- enjoys activities such as making popcorn, games, crafts
- likes to talk about his/her interests
- may not want a babysitter
- may be jealous of time and attention given younger children
- needs definite plans for amusement

All Ages:

- show love and acceptance
- develop self-confidence by praising and making children feel useful and important
- understand things from their point of view
- make each child feel special

Knowing what children are like at different ages makes behavior problems easier to understand and deal with. The best strategy is to avoid behavior problems before they start!

Provide a variety of things to do. Understand what the child is like at various ages. Just before you go to your job, read about the age of the child you will be caring for.

Expect good behavior. Request and suggest instead of order and command. We all feel the same way; *we respond better to positive suggestions than to negative ones.* For example, you might say, "Walk over here with me," instead of "Don't walk on the grass."

Give an older child fair warning before you do something. Be gentle but firm. Don't let the child talk you out of your decision. For example, you might say, "In a few minutes it will be time to put away your truck and go with me to the store," or "As soon as this TV show is finished, it will be time to get ready for bed."

Enforce the rules of the parents' house. Children may test a new babysitter to find out what rules will be enforced. Knowing familiar rules is a form of security for the child. You can't make up your own.

Temper tantrums are a temporary loss of control. Most children have them occasionally. Stay calm. A temper tantrum is a normal childhood experience. Don't let your temper flare. Don't walk off and leave the child. The best thing to do may be to let the child cry or give a reassuring hug. Don't refer back to the tantrum unless the child brings it up. Tell the parent about any temper tantrums and how you responded.

Discipline is helping the child learn self-control. It is not punishment. Punishment is physically, emotionally, or verbally hurting a child.

Never spank or hit a child. Try to discipline by using consequences. For example, you might say: "We'll have to put your tricycle away if you continue to bump into people." Of course, you must follow through. Toddlers might need just a time-out, or a few minutes by themselves to quiet down. A general rule is one minute for each year of age. Often you can avoid a discipline situation by planning ahead. If you see only one cupcake left and two children, cut it into two pieces or don't offer it.

Bedtime does not have to be a difficult time for a babysitter. Avoid problems by letting the children know 15 to 30 minutes ahead of time that bedtime is approaching. Wind down with quiet activities such as quiet games, songs, or stories before bedtime. Excitable games can wake children up and make it difficult for them to relax for bed. Snacks, if any, should be light, such as a cookie or fruit and a small glass of milk. If a child refuses to sleep, let him or her stay in bed and read or do a quiet activity.

Adapted with permission from *Babysitter's Program.* (1996). Amherst, MA: University of Massachusetts Extension 4-H Youth and Family Development.

Session 3 Worksheet

Name: Club/Group:

Babysitters Do (Date and have an adult initial when complete.)

Check off the activities you did at home or with your babysitter's group.

	Date	Adult Initial
Practiced changing a baby's (or doll's) diaper.		
Calculated how much it would cost to take care of a baby for one month.		
Discussed with my helper or a friend some activities I could do if I babysat children of different ages.		
Role-played with my helper or a friend how to get a child who doesn't want to turn off the television to go to bed.		

Babysitters Share

Have you ever noticed that children are not all alike? Talk with a friend about the differences you notice among children you babysit, younger sisters or brothers, or other children that you know. Are their ages different? Write down some of the differences you discussed.

Babysitters in Action

Write at least two new things you learned about children's behavior:

_____

_____

How will what you learned about children's behavior help you when you babysit?

_____

_____

Session 4: Fun with Children

Play is a child's work. As a babysitter, you should play with the children you babysit and not just "watch" them. Play activities should not be too hard or too easy for the age of the child. Try books, fingerplays, making musical instruments, learning a song, or making playdough. For young children, the "making" and "doing" is the most important part of the activity. Don't worry about the end result!

This session includes some fun activities and information that help children grow and develop in different ways. More activities to do with children can be found on the 4-H Web site, **http://pa4h.cas.psu.edu.** Click on "curriculum resources" to find the "babysitting" button.

Language and Reading with Children

Some children have had much more experience with stories and music than others. As a result, it's not possible to say that one book or song will always be preferred by a three-year-old and another by a five-year-old. When you select a book for a child, you need to know something about the child's interests. The following suggestions may help you:

Children from one to two years old usually prefer a story that is made up. They especially like a story or song about themselves. It takes only a few simple ideas accompanied by actions to make a "story" for them. The story might go something like this: "Juan is a fine boy. He has brown eyes (point to them). He has curly brown hair (point). He likes to eat his cereal. . . ." Dressing, eating, and playing all make good ideas around which to build a story that a very young child enjoys. The story may be spoken or it may be "sung."

Children from one year old on like to look at picture books. The pictures should be large, and there should be only one or two pictures on a page. It is good if the pictures are of real objects that the child can recognize (a ball, a cat, a car).

Young children also like to turn the pages of a book. They sometimes like to tell stories that they make up about the pictures. Turning pages and talking are activities that children enjoy and an important part of having a story "read" to them.

As children get older, they like longer stories, but still are interested in familiar things: mothers, fathers, grandparents, aunts, brothers and sisters, animals, playthings, food, etc. They like to imagine parts of the story.

Children like to see the pictures in a book that is being read. They like to sit in the reader's lap and help hold the book. If you are reading the story to more than one child, have them sit in front of you and hold the book in one hand with it facing the children. Read the story by looking at it sideways. This is not difficult to do with simple stories that you know well, but may take some practice for other stories. Children often like to talk about what is happening in the story before it is read or while you are reading. It's a good idea to stop and let them talk about their ideas. Hearing what they think and feel is more important than finishing the story.

Adapted with permission from *Babysitter's Program.* (1996). Amherst, MA: University of Massachusetts Extension 4-H Youth and Family Development.

Fingerplay Language Activities

"Home Sweet Home"

- A nest is a home for a robin (cup hands to form a nest)
- A hive is a home for a bee (turn cupped hands over)
- A hole is a home for a rabbit (make a hole with hands)
- And a house is a home for me (make roof with peaked hands)

"Quiet Cats"

- We are little pussy cats (use hands, crawl, or tip-toe)

- Walking round and round
- We have cushions on our feet
- (whisper) And never make a sound

"Taller, Smaller"

- When I stretch up, I feel so tall
- When I bend down, I feel so small
- Taller, taller, taller, taller
- Smaller, smaller, smaller, smaller
- Into a tiny ball

"The Apple Tree"

- Way up high in the apple tree (point up high)
- Two little apples smiling at me (make two circles with hands)
- I shook that tree as hard as I could (wrap hands around "trunk" and shake)
- Down came the apples and (two circle hands come down)
- Mmmm, they were good! (rub tummy)

"I'm a Little Teapot"

- I'm a little teapot, short and stout
- Here is my handle, here is my spout
- When I get all steamed up, hear me shout
- "Tip me over and pour me out!"

"The Itsy Bitsy Spider"

- The itsy bitsy spider climbed up the waterspout
- Down came the rain and washed the spider out
- Out came the sun and dried up all the rain
- And the itsy bitsy spider climbed up the spout again

To children, music means activity. The young child likes to "dance!" Preschool children like songs with actions. They usually like to play "Farmer in the Dell," "Here We Go 'Round the Mulberry Bush," and "Duck, Duck, Goose." By five or six, children like singing games with more complicated actions such as "In and Out the Window" and "Lobby Loo." When children are four, five, or six years old, they start to like to "just listen" to music.

Making Musical Instruments or Toys

Children love to help make and use musical instruments. Children may have more interest in using and experimenting with instruments that they make. Some of the following examples are too hard for young children to make without help. You'll have to patiently help them and be satisfied if their results are less than perfect. You also can make these at home and bring them with you when you babysit.

Drums

- Tape the top securely on an oatmeal box or a margarine container.
- Cut the ends off a large can, cover both ends with rubber inner tubing, and lace the tubing together; or use a plastic snap-on lid on each end.
- The end of any cylinder-shaped container can be covered with construction paper or fabric scraps. Try any surface that is available. Compare the differences in the sounds they make.
- Drumsticks can be your hands, spoons, pencils, dowels, or sticks. You may want to wrap one end of the dowel or stick with cloth, or tie cotton on it to make a different sound.

Tambourines

- Remove corks from bottle caps. Flatten the caps and punch holes in them. Make sure there are no sharp edges. Tie caps to the edges of aluminum pie pans or paper plates.
- Put bottlecaps, buttons, or stones in an aluminum pie pan. Place another pie pan face down over it. Punch evenly spaced holes around the rim and lace together tightly.

Shakers

- Use film containers, plastic eggs, baking powder cans, oatmeal boxes, or boxes with lids. Experiment with different sounds by putting dry beans, macaroni, rice, buttons, stones, etc., in them. Tape together securely. Little children like to put things in their mouths, so be sure they cannot get to the contents of the shaker.
- Staple paper plates together with something that rattles inside. Use fairly large objects, and place the staples very close together so the contents will not fall out. Place tape over the staples, or lace the edges with yarn after holes are punched. Attach tie strings for musical hats.

Swish or Sandpaper Blocks

- Glue sandpaper, rough side out, to one side of two 2-inch-square, 1-inch-thick wooden blocks. Rub the sandpapered sides of the two blocks together for sound effects. Be sure the blocks are smooth and do not have splinters.

Cymbals and Bells

- Make cymbals from jar lids, saucepan covers, or aluminum plates. A spool may be attached as a handle.
- Finger cymbals can be made by punching two holes in the center of two matching jar lids, large buttons, or bottle caps. Fold a fat rubber band in half and push each end through the holes. Put your thumb and forefinger through the loops and clack away. Sew small sleigh bells to elastic and make a wrist band of bells.

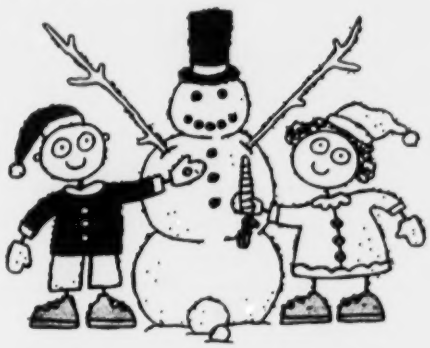
Kazoos and Horns

- Tape waxed paper over one end of a cardboard tube (from paper towels or toilet paper). Hum into the open end with your mouth open a little. This may take a little practice. A different sound is made if you make three holes in the tube with a pencil. The waxed paper also can be held in place with a rubber band.
- Blow across the mouths of different-sized empty plastic soda bottles. Different sizes give different tones.

Water Chimes

- Put water in eight glasses. Start with an almost full glass on the left, and end with a small amount of water in the eighth glass. The tone of the full glass will be deep and clear. Add or pour water from the other glasses until you have the eight musical notes of a scale. Tap the glasses gently with a spoon, a pencil, or your fingernail. If you want a short note, put your finger on the rim of the glass, and the sound will stop. Fill a number of glass containers with different amounts of water. Carefully striking the sides of the containers with different utensils will make them ring out with varying degrees of sound.

Reprinted with permission from: Good times with music and rhythm. (1989). Lagoni, L. S., D. H. Martin, et al. In: *Good Times With Child Care,* pp. 206–221. Fort Collins, CO: Colorado State University Cooperative Extension and The National Network for Child Care (NNCC).



Outdoor Play

Take the children you are caring for on a walk outside. As you walk, talk to the children about what you are seeing. Here are some ways you can do this:

- Look for different shapes and colors of leaves.
- Point out wildflowers. Discuss their fragrance, shape, and color.
- Listen to the different sounds in the outdoors.
- Notice the birds, and talk about the different kinds. Tell the children something about how they live, where they get their food, and other things of interest.
- Observe the sky: cloud formations, sunrises, sunsets, different colors, rainbows, and the stars at night.

You and the children will think of other things as you walk. Scavenger hunts are fun with older children.

Creative Activities

What is Creativity?

Creativity means expressing yourself in your own way. Children are naturally creative. They see the world through fresh, new eyes and then use what they see in original ways. One of the most rewarding parts of working with children is the chance to watch them create. They do it all the time, all by themselves. You can encourage the natural creativity that is already there!

Children display creativity in many ways, but especially while doing art, language, music, and fantasy activities. Children can express their ideas and feelings through their artwork, using crayons, paint, scissors, glue, play dough, and other craft materials. They also can express their ideas and feelings through language, either through stories they tell or creative "plays" and "pretend" games. Music is the expression of ideas and feelings using movement. It includes dancing, singing, playing instruments, and using the body to make movements such as leaping like a frog or exploring how many ways to make a circle with the body. Fantasy is expressing ideas and feelings by pretending. It can include playing "make-believe," daydreaming, talking with imaginary companions, and reading fantasy books.

Your local library has lots of books of creative activities for children. Here are two you might want to try with your club or a friend.

Accordion People

Cut strips of construction paper about 2" wide and 12" long. Demonstrate a fan/accordion fold. Let children try it with a strip of the paper. Encourage them to think of creative ways of making heads and feet to attach to each end of the folded strip to make a person. Stretching the accordion folds makes the person short or tall.

Uncooked Play Dough

- 2 cups flour
- 1 cup salt
- 2 cups water (approximately)

Mix together the flour and salt. Add enough water to make a dough the consistency of stiff cookie dough. Color by adding food coloring to the water before mixing, or by kneading in dry tempera after mixing. The dry tempera gives deeper, more brilliant colors. The dough can be air dried or baked in a 225°F oven for 2 to 3 hours.

Reprinted with permission from: Good times being creative. (1989). Lagoni, L. S., D. H. Martin, et al. In: *Good Times With Child Care*, pp. 239–253. Fort Collins, CO: Colorado State University Cooperative Extension and The National Network for Child Care (NNCC).

Activities with Food

If you are going to make snacks or do any activities that require food, make sure the parents have given you permission. Ask if the child is allergic to any types of food. Then it's time to get started! Wash your hands and have the children wash theirs. A good way to know that you've washed long enough is to sing the "ABC" song while washing. When the song is over, your hands should be clean. Don't let children sample any food until it is ready to be served. This also can help prevent the spread of germs.

Children love to cook and participate in food activities. They also have short attention spans. Give them quick, simple jobs, with one instruction at a time. Repeat directions as often as needed. Never leave the children alone, and don't be upset with spills and messes—they're to be expected. The children also can help with clean-up.

Toddlers love to feed themselves; however, be careful about food becoming trapped in their small airways. Nutritionists give us the following advice:

- Check baked goods for nuts, which are the number one food-related choking hazard for children.
- Avoid hard or difficult-to-chew foods like raw carrots or other crunchy vegetables, hard candy, jelly beans, nuts, and lollipops. Spread thick and sticky peanut butter very thinly.
- Cut grapes into quarters and hot dogs into fine, lengthwise slices. Dice meats. Chop apples and firm fruits into very small pieces.
- Keep an eye on small children when they are eating. They might eat in a hurry and stuff too much food in their mouths, or not chew their food well.
- Feed children only when they are seated. Don't allow them to run or play with food while chewing.

Adapted from: *Nutrition and Your Child.* Baylor College of Medicine, USDA/ARS Children's Nutrition Research Center.

Food Ideas for Children

The following recipes are quick, easy, and fun to make with children.

Smiley Faces

You will need:

- Rice or popcorn cakes
- Peanut butter
- Bananas
- Plastic knife
- Raisins
- Napkin or plate

Spread peanut butter on a cake. Use two banana slices to form eyes. Shape a smiling mouth with raisins.

Apple Smiles

You will need:

- Apples (washed)
- Peanut butter or cream cheese
- Miniature marshmallow
- Knife or apple slicer
- Plastic knife
- Napkin or plate

Wash apple, leaving peels on. Cut apples into quarters. Spread one quarter with peanut butter or cream cheese. Add 3 or 4 marshmallows near the skin side of the quarter, for teeth. Cover with another apple quarter so the sandwich looks like a smile.

Toys

Infants

Infants need bright-colored toys of many textures. Because infants put everything in their mouths, toys should be washable, nonbreakable, and have no sharp edges that might cut or scratch. Toys should be large enough so they cannot be swallowed, and they should have no small attached pieces (like eyes on a stuffed animal or bells on a shaker) that could be pulled off and swallowed. Choose toys for them to look at, feel, chew on, hold, and drop. Good toys for infants include: rattles, squeak toys, blocks, crib mobiles, stacking toys and rings, push-pull toys, stuffed animals or dolls, nested boxes or cups, books with rhymes, simple picture books, noise-making toys, small soft toys for throwing, strings of beads (large, plastic), and music-making toys.

Toddlers

Toddlers are active and enjoy climbing, running, and jumping. They need toys to meet these needs. They also are interested in doing things with their hands as the small muscles in their fingers become more developed. However, toys for this age group should be simple and require little coordination. During this period, toddlers become interested in playing with others and in imitating grown-up activities. Dress-up clothes are great for this!

Toddlers also are interested in getting their hands into things such as paint, play dough, crayons, and chalk. They like to scribble and mix colors. When talking to young children about their creations, you should say "Tell me about your picture," rather than "What is it?" Toddlers still put toys in their mouths, so you will need to watch for objects with small parts. Also, watch out for items such as paint and chalk that toddlers may try to eat! Toys should be sturdy and should not have sharp edges or points. Toddlers enjoy balloons, but caregivers should be careful to keep uninflated or broken ones out of reach. Children can suffocate if they swallow these.

For a more complete listing of suggested toys for children, go the the 4-H Web site at **http://pa4h.cas.psu.edu**. Click on "curriculum resources" to find the "babysitting" button.

Session 4 Worksheet

Name: Club/Group:

Babysitters Do (Date and have an adult initial when complete.)

Check off the activities you did at home or with your group:

	Date	Adult Initial
Practiced reading aloud to a younger child, a friend, or my helper.		
Visited a library and talked with the librarian about children's books and reading to children.		
Made a picture book for a child.		
Learned and did a fingerplay with a child, a friend, or my helper.		
Made play dough.		
Made a musical instrument.		
Prepared a nutritious snack for a child, a friend, or my helper.		
Brought in toys from home or a friend's house and talked about what age child they would be best for.		

Babysitters Share (Date and have an adult initial when complete.)

	Date	Adult Initial
Talk with a friend about toys you have seen advertised on television, or use one of the toys you brought to the meeting.		
Do they help a child be creative? Share your discussion with the entire group.		
Share some toys and activities that you really liked when you were younger. Why did you like them so much? Do you still have any of your favorite toys?		

(continued)

Session 4 Worksheet (continued)

Name: Club/Group:

Babysitters in Action

Invite young children to one of your babysitting sessions. Plan several activities to do with the children. If you can't have children come to your session, do this on your own with a younger brother or sister, neighbor, or friend. When you are finished, talk with your helper about what went well and what you would have changed. Write your answers below:

What went really well about my activity session with a younger child:

Things I would have changed:

Session 5: Sitting Safely

Handling Accidents and Emergencies

Accidents are one of the leading causes of injury and death. Children are not often aware of dangers and don't think of what might happen to them or others. Children are curious and sometimes excitable and impulsive.

The best way to handle emergencies is to use prevention strategies!

First, make sure your babysitting tool kit (see Session 6) is safe, with no small items that could choke a child. Loose button eyes should be sewn on tight, plastic toys should be wiped clean, and all broken toys should be fixed or discarded before you enter the home. Carry nothing into the home that could potentially harm a child—a sharp pair of scissors, medicine, or even cosmetics.

Take a copy of the *Red Cross Babysitter's Handbook* or a similar guide as a reference for unusual emergencies. Your 4-H group leader can help you get a copy of the *Red Cross Babysitter's Handbook*, which is up-to-date and full of safety information.

Make sure you know where the parent(s) are and where they can be reached by phone. Also, locate the doctor, poison control, and emergency phone numbers. In most communities, the emergency medical system can be located by dialing 9-1-1. Be sure to know where the phones and any emergency supplies (especially the syrup of ipecac and activated charcoal) are located in the home.

Do a safety check of the home while the parents are still there—look for stacks of items above the refrigerator, extension cords, anything on the floor that could cause a fall, dangling curtain cords or plastic bags (esp. dry cleaner bags) that could prevent a child from breathing, cleaning products, knives, sharp coffee table edges, and the location of outlets in the play area.

Get yourself settled in—remove your coat, use the bathroom, etc. while the parents are still there—so you can give the utmost attention to the children in your care when the parents leave. Do not do anything that will distract you from them.

Some of the most common accidents in the home are poisoning, choking, burns, electrocution, and injuries from falls.

40

Poisons and Choking

There are many types of poisons in a home. Pills, household cleaning supplies, many houseplants, laundry detergents, cosmetics, and some arts and crafts materials can be problems. Young children and especially infants like to pick up things and put them in their mouths. They do this naturally. You may have to get down to their level to determine some of the hazards that are in their path.

Also, be wary of giving children any food that smells or looks old, even though some food poisoning may not be detectable to any of your senses. Children also may have allergies to certain foods. The best practice is to give children only the medicine or food the parent says to give them.

Prevent food poisoning by washing your hands carefully before and often during food preparation. Soap up your hands completely in warm water, working the soap in and among your fingers and under your nails. Singing the "alphabet" song is a good way to know you are spending enough time scrubbing. Washing hands is important, as many germs are carried by hands. Rinse well and dry on a clean towel.

Also, it's very important to wash your hands carefully after using the bathroom or changing a diaper.

Certain foods such as hot dogs, grapes and cherry tomatoes are associated with choking. Cut foods into small pieces. Try to keep mealtime calm, and watch the children chew their food. Keep the servings small, allowing children to have more as they need it. For more information on feeding children safely, refer to the food activities section of this project.

Children should never bite on balloons. They can break, and a piece can lodge in the throat and cause suffocation.

In an Emergency

In an emergency, stay calm and focus on the situation, as you will be making decisions. Let the child and other children in the house know that you are competent and in control of the situation. They will look to you. Try to call a neighbor or someone to watch the other children, or sit them down someplace away from the injured person or emergency situation but where you can watch them. Talk in low soothing tones and smile—even if you don't feel confident at the moment.

Your biggest decision in an emergency is when to call for emergency (9-1-1) help and when to call the parents. When in doubt, call the emergency medical system (9-1-1 in most communities) or the poison control center first and tell them you are the babysitter. Be ready to give information about how to locate the parents. If there is a fire in the house, take the children and call from a neighbor's house.

What to Tell Emergency Workers

Stay calm on the phone. Speak clearly and give information so emergency workers can picture what is happening. They will help you!

Say, "This is an emergency. My name is _____ and I am a babysitter. I have (have not) called the parents yet.

"I am at _____ *(give an address or directions)*, and the phone number is _____ *(in case you get cut off)."*

Answer any questions, keeping in mind that the tone of your voice and your actions are as important to the child as the medical person talking to you on the phone. Children must know you are calm and confident, even if you don't feel that way at the moment.

Medical persons likely will ask you:

1. What kind of emergency you have.
2. How many people are involved.
3. What the injury is, what the person looks like, the child's color, the hotness or coolness of their skin, how fast their heart is beating, etc.

Listen to what the medical person says. He or she may want to keep you on the line. If you feel that you need to drop the phone or hang up and call the parent, let the emergency worker know this before you do it.

41

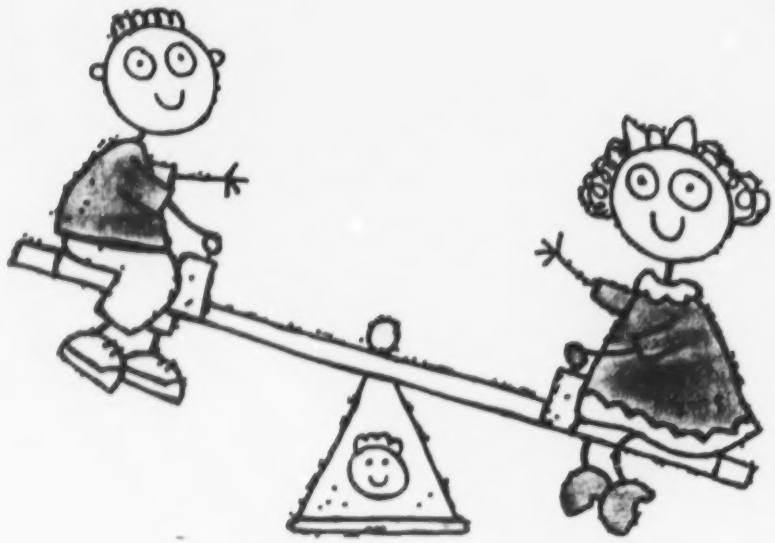
To help you cooperate with emergency medical staff, here is a checklist of skills you might learn to be prepared:

- How to clean and dress small cuts and wounds.
- How to make and apply a cold compress.
- How to make and apply a warm compress.
- What Syrup of Ipecac and activated charcoal look like and where they are located. Never make a decision to use these without first calling the Poison Control Center.
- How to read household product labels for instructions on poison emergencies. Recognize that all poisons are not treated the same way.
- How to cover an injured child while calmly talking to them, smiling, and listening.
- How to use the Heimlich maneuver for a baby and an older child.
- How to apply pressure to stop bleeding.
- How to explain the situation to emergency personnel.
- How to recognize and prevent shock.
- Use of safety gates on a stairway.
- How to secure cabinet latches and outlet covers.

Situations

Practice the following role plays until you feel confident. You may want to ask a nurse, emergency worker, or other medical professional to guide you in this exercise. Discuss how each of these situations could be prevented.

- A young child got some shampoo or a fleck of dirt in his or her eye.
- A child has a nose bleed.
- A child is vomiting.
- A child has taken a prescription medicine.
- A child is standing there with a bone poking out of his/her arm.
- A child stops breathing.
- A child has an earache.
- A child is choking.
- A child has gum in his/her hair.
- You suspect the child has fallen while in a swimming pool or bathtub.
- A young child has cut him/herself on a sharp object.
- A young child fell in the swimming pool and is no longer breathing.
- A child fell into a swimming pool and is thrashing in the deep end, and you do not know how to swim.
- A child was stung by a bee or sees a bee on his/her arm.
- A child put his/her hand on a hot stove.
- The parents come home and want to know what happened.



General Guidelines for Treating Emergencies

- Force yourself to be calm. You will think more clearly, be able to handle the situation better and describe it to medical help, and reduce the panic and possible shock symptoms of the child.
- In case of a fire, walk (don't run) to the nearest exit from the home. If the house is dark and smoking, move on your hands and knees, as there will be some air close to the floor. Do not open any door that is warm or hot to the touch. If the child is on fire, have him or her stop, drop to the floor, and roll back and forth until the fire is out.
- To stop bleeding, use a clean 4"-by-4" bandage, a towel, or a compress, and apply steady pressure.
- Do not move anyone who has fallen or who you suspect has broken a bone, unless there is a greater emergency (such as a fire) that would further injure the person. In this case, follow the emergency medical directions for moving someone.
- Do not allow the child to rub a wound or eye injury. If you need to rinse a chemical from the eye, lower the affected eye to prevent transfer to the other eye, and rinse in cool running water.
- Minor burns should be treated by running cool water on the injured areas.
- Do not give an unconscious person anything to eat or drink.

Session 5 Worksheet

Name: Club/Group:

Babysitters Do (Date and have an adult initial when complete.)

Check off those activities you did at home or with your group:

	Date	Adult Initial
Made a first aid kit to take into a home or use at a playground.		
Participated in a first-aid training session.		
Role-played at least four emergency situations.		

Babysitters Share

Discuss emergency situations you have heard about or in which you have been involved. How did the people involved respond? Which responses were good? Which responses could be improved?

Babysitters in Action

Share what you learned about handling emergencies with your parents, a school class, a parent you babysit for, or another adult.

Session 6: Sharing Tool Kits & Portfolios

This is the final session in your babysitting project! You will share your babysitting tool kit and/or portfolio. The kit can be completed at home or during this session, depending on how your helper plans the sessions. The portfolio (introduced in Session 2 of this project) should include things you collected that relate to babysitting while doing this project.

Why a Babysitting Tool Kit?

When carpenters build houses, they use tools. Babysitter's tools are the things you need to play with and care for young children. A tool kit can supply you with the necessary materials and equipment. Parents will likely feel that you are a serious and interested babysitter when they learn you are prepared. Children will like the tool kit because it will have new and different items for them to use. You may want to save your kit items as a surprise or for a special time with the children.

What is a Tool Kit?

The tool kit can be a cardboard box, a small canvas bag, an old shoe box, a shopping bag, or a brown paper bag. Any kind of container will work—even a small suitcase or a backpack—as long as some of the items will fit inside. You may not want to take all of your kit items on every job. Select items that are specific for the age of child you are caring for.

Inside the Kit

Include creative and fun ideas, activities, and toys. You can make some of the items in the kit or you may include used toys if they are clean and safe. Part of the fun is building your kit! It doesn't need to be expensive! You can include your own used toys or find good ones at garage sales or thrift stores.

Suggestions for Kit Items

- Crayons
- Balls
- Pencils
- Blunt scissors
- Colored paper
- String
- Colored yarn
- Pipe cleaners
- Old magazines for cutting
- Notebook
- Old envelopes and stamps
- Small plastic toys
- Story books
- Flashlight
- Doll
- Fabric scraps
- Puppets

Evaluate Your Kit

As you build your kit, think about safety, creativity, and the ages of the children. Also, make sure everything in your kit is clean and sturdy.

Congratulations!

You have learned the steps in *Babysitting Beginnings* that will help you care for young children.

41

Session 6 Worksheet

Name: Club/Group:

Babysitters Do (Date and have an adult initial when complete.)

	Date	Adult Initial
I made a babysitting tool kit.		
I made a babysitting portfolio.		

Babysitters Share (Date and have an adult initial when complete.)

	Date	Adult Initial
Share your tool kit at a meeting or with another group of youth or adults.		
Enter your tool kit or portfolio in the county fair or 4-H Roundup.		

Babysitters in Action

I took my kit on a babysitting job!

I Pledge:
My Head to clearer thinking,
My Heart to greater loyalty,
My Hands to larger service, and
My Health to better living,
For my club, my community,
My country and my world.